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Boosting students' inventiveness and incentive at English classes

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The concept of inventiveness (or inventiveness) is quite complex and diverse, and its aspects are usually studied and analyzed from different positions. This is one of the reasons why there is no generally accepted definition of inventiveness, and therefore we should always consider from what point of view we define this concept.

An inventive approach to teaching a foreign language is to present inventiveness as one of the many natural skills and talents that everyone has. This approach is based on the idea that everyone can use their hidden potential to be inventive under certain conditions, and that students have different forms and levels of inventiveness. The teacher's task is to stimulate their inventive potential in the learning process. Foreign language teachers have the opportunity to take advantage of the following methodological principles in order to stimulate students' inventiveness.

First, language is inventive and productive in nature. We can express or convey an idea in different ways. In addition, any expressed idea can cause many different reactions and emotions. Any sentence, phrase or word that we say or write is formed in a unique moment of communication, they can be created, formulated or paraphrased depending on the goals of the author.

Second, during foreign language classes, the teacher, in addition to the subject, can touch on the topics of philosophy, management, jurisprudence, focusing on language priorities. Under such circumstances, an inventive atmosphere is created

when students and teachers have the opportunity to share their individual experiences, their own knowledge and skills.

Third, students can also be easily involved in ingenious situations in which they have to find one or more answers to a number of interrelated problems. They do not know how to solve the problem, they may not be sure how many solutions the problem has – one, several or it cannot be solved at all. Students are not offered simple situations with clear decisions won-lost or right-wrong. Most likely, they will encounter difficult situations with unclear or plausible solutions. As language use is a form of communication that can be used in almost any situation, situations which are close to reality can be created much more easily than when teaching other subjects.

As a result, it should be noted that the use of inventive (creative) methods in teaching a foreign language promotes the acquisition of foreign language material. It demonstrates to students all the versatility and complexity of the structure of language, improves the skills of its application in real life situations in a favorable and dynamic environment.

For all kinds of communication language learning is stimulating and provoking debates and discussion. Classes can be organized as a regular discussion of events or topics, as well as a game of debate. This will help students to deeply understand the topic and prepare for the speech so that they can quickly and easily express their opinion, which will help them speak freely in real life.

Using “true-life grammar” is critical. Grammar is too often associated with rules and exercises where students work in uninventive situations and their answers are either correct or not. In other words, they succeed or fail. Some inventive exercises can provide an incentive for students to learn grammar creatively.

For example, a certain grammatical topic is considered during the class. It is a good practice to give live examples from movies or songs, and a homework to look for the examples and make a list of them would be a good incentive. This activity stimulates inventiveness and critical thinking, as students need to choose films or videos that could theoretically contain these grammatical constructions. There are

also no right or wrong solutions in this exercise, because even those who do not find examples but show a list of material they have worked with, will be successful. The reason for everyone's success is the fact that it forces students to spend time thinking and focusing on the specific grammatical structure in the films they watch, in the music they listen to, and ultimately in real life.

Introducing students to an interesting topic that will make them think is a good idea. All project-based lessons are grounded on solving a major issue or problem. Ideally, these questions or problems are asked by students. In order for students to think, we need to provide them with some ambiguous and interesting information. This can happen organically or intentionally. A book, a tour (even a virtual one) or an article according to the interests of the students are all great ways to make students think. When developing a topic and question, we should remember that Google does not need to know the answers! If Google can respond instantly, that's certainly not enough to conduct meaningful research. The problem should be such that only in the process of studying and collecting information it could be solved and the individual point of view is critical for the result of the research. We can help the students by identifying some critical questions once the topic is chosen. We should not forget that the students of engineering specialties are mostly not used to “many-words” discussions, and here our task is not only the answer but the real debate, the reason and consequences of the decisions on the topic are important. For example – Your program is too overloaded with subjects which are likely to be unimportant at all. Which must come first – asking the students which subjects to remove or discussing the problem with the teachers? The topic must be studied, not only the question answered. This is the main point of the project.

Conducting your own research on the topic and supervising students in their search is another way. Students will need additional support during the research phase. We can help a little by doing some research for them and narrowing the search to a few articles of the appropriate level. During the investigation phase, we will be a

guide for students, as well as pay close attention to how well students are oriented for educational purposes.

For some projects, this may only include a presentation. Nevertheless, all students should be able to present their results to the audience. This gives students a real practice of speaking and answering questions, as well as forcing them to critically evaluate the work they have done.

Considering and including the professional topics in discussions and debates is one more way to integrate English for special purpose and English as a foreign language during the classes. The topics can be many as the range of engineering and foreign language overlapping is endless.

We depend on the student's success during the classes. We feel great is it was lively and interesting. We usually feel that everything went well because we saw that the students were involved and motivated. A teacher-oriented class ceases to be an interaction and becomes a lecture, which is not usually expected in language learning. Therefore, the teacher needs to create more situations in which students can contribute, initiate, control and create. With this in mind, we can also become partners in the learning process, and realize that we can also learn a lot from students and can be impressed with what they managed to do.

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